

TASSEL TEACHERS' MANUAL
For Phonics Classes

Version 4.1

Jan 21, 2017

Other than for some wording changes, most of this manual has not changed from last year's edition. If you taught Phonics VSEE last year, you can skip most of this manual and read just the yellow sections. The yellow sections are those that have content changes from last year's edition.

If this is the first time for you to teach VSEE, please read this manual in its entirety. Sorry that it is so long!

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0. Message to All TASSEL Teachers

First and foremost, **thank you**. Thank you for signing up to help the children and adults of Cambodia. I am touched that you have made a conscious decision to dedicate part of your busy weekly schedule to make a difference in their lives.

Your students are from poor families with limited access to education. Many will travel long distances to come study with you. And you will make a difference in their lives from the very first lesson you teach.

You will notice from your very first lesson how lovable your students are. However, what they need is more than love – they need quality education. Education, particularly English education, will play a critical role in helping them get out of poverty.

Please do understand that each of you has a very important role that you are playing in their lives. Some of them suffer from malnutrition and have difficulty focusing. So, you need to put a lot of energy into your class. Many have never seriously studied before. And even if you are teaching a Cambodian teacher, please understand that they also have not had great teachers who cared for them as they grew up.

All of you need to be role models. As such, please take your responsibilities seriously and follow the guidelines I have laid out in this manual. Always read the Teachers' Log beforehand; prepare your classes; and enter a log in the correct tab immediately after you class.

Be on time, be prepared, and have fun!

Thank you again for your kind hearts and willingness to help change their world.

Joji Tatsugi
Founder, TASSEL

1. VSEE Setup and Teachers' Site Registration

IMPORTANT: IF YOU HAVE NOT DONE SO, PLEASE DO THE FOLLOWING FOUR THINGS RIGHT AWAY:

1.1. Install VSEE onto your laptop, create VSEE Account, and add contacts.

Google "VSEE" and follow the instructions to install VSEE onto your laptop.
Create VSEE Account.

Add the following contacts:

Banan Village VSEE contacts:

tasselbanan@gmail.com
tasselbanan2@gmail.com

Rattinak Village VSEE contacts:

tasselrattinak@gmail.com
tasselrattinak2@gmail.com

Samrang Village VSEE contacts:

tasselsamrang@gmail.com
tasselsamrang2@gmail.com

Kampong Puoy Village VSEE contacts:

tasselkp@gmail.com
tasselkp2@gmail.com

Jeepan Village VSEE contact:

tasseljp@gmail.com

Important Note: Technically you need to have only one of the addresses above included in your VSEE contact list; however, since there is the possibility that you will sub for another teacher from time to time, please do have all included and ready in your list.

The name of the village you teach is found in the "SCHEDULES AND CONTACT" section of the TASSEL Teachers' Site (explained below.) If your name appears under "BANAN2", "KAMPONG PUOY 2", "RATTINAK2" or "SAMRANG2", you will contact
tasselbanan2@gmail.com or
tasselkp2@gmail.com or
tasselrattinak2@gmail.com or
tasselsamrang2@gmail.com

If your name does NOT appear under “Banan2” or “KAMPONG PUOY 2” or “RATTINAK2” or “SAMRANG2”, you will contact

tasselbanan@gmail.com or
tasselrattinak@gmail.com or
tasselsamrang@gmail.com or
tasselkp@gmail.com or
tasseljp@gmail.com

1.2. Practice using VSEE with your friend or family (You can skip reading this section if you already know how to use VSEE)

Make sure you, your friends/family are connected to the Internet and that you have all launched VSEE. (People who are connected to the Internet and have VSEE launched will show up under “New Contacts” with a **green button**. If they are not connected to the Internet or do not have VSEE launched, the person’s name will show up as a white button.)

When you find that the person you are trying to reach has a green button next to his/her name, hover over the name, then click on the **camera icon**.

VSEE will immediately contact the person, and once he/she hits “Accept”, you are connected!

Confirm that both parties can see and hear each other clearly.

Important: If, some reason, you have problems with VSEE such as -- you cannot connect; you never see green buttons; the video disconnects or freezes during a session-- you may need to quit and restart VSEE. (For a Windows-based laptop, the way to do this is to launch the Task Manager by pressing down <ctrl><alt><delete>; then, go to the “Processes” tab; highlight “vsee32.exe”; and click “End Process”. Then restart VSEE .)

When you are successfully connected, make sure that the videos (the faces of your friends and you) show up on the left part of the computer monitor.

Open a Document. Make sure the document is **placed on the left of the video and not covering the video**.

Click the green **VSHARE** button. Once you do this, the document you have on your screen will pop up on the screens of everyone else who is connected.

Use the **PEN** and **ERASE** buttons. They are very useful for teaching (especially circling or underlining words) as you read the words. Make sure the PEN button is turned off when you try to scroll down or change pages. If the PEN button is ON, you will not be

able to scroll down or change pages.

Open a blank **WORD DOCUMENT**. **VSHARE** it. Then, type words in like “Mat”, “Mate”, “Meat”, “Met”. Use **font size 24** (or larger). You will often want to use a word document and **use it like a “whiteboard”**: i.e. you will often want to write words on it and have children repeat what you wrote.

Try **texting** on VSEE. (Click on the CHAT icon beneath the video and text to your partner.) At times, due to the **unstable nature of the Internet in Cambodia**, you will lose the audio and will **need** to text to the adult teacher.

Make sure your VSEE partner confirms that you successfully know how to:

1. **Start VSEE**
2. Open and **VSHARE** Powerpoint.
3. Open, type on, and VSHARE WORD Documents.
4. Use the **Pen** and **Erase Buttons**
5. Make sure the documents you are sharing (Powerpoint or Word) are **not covering the video**.

1.3. Have your chapter president register your GMAIL address onto the TASSEL Teachers’ Site. If you don’t have a gmail account, please create one right away and send it to your chapter president.

1.4. Once registered by your chapter president, log onto the Teachers’ Site and familiarize yourself with it.

<https://sites.google.com/site/tasselteaching/home>

If you cannot log in, contact your chapter president.

2. The Teachers’ Logs

Teaching teams communicate to each other through the **Teachers’ Log, found in the TASSEL Teachers’ Site**.

You MUST make a Teachers’ Log entry AFTER EVERY CLASS. And before you prepare your class, you must READ the previous team’s log.

Those teaching after 5PM Cambodia and/or Level 3 or higher: These students study only once a week and will study with only you ; however, please do enter logs so that YOU can note to yourself what happened in that lesson. The log will be important

especially if for some reason another team has to take your place the following week.

Those teaching Samrang Village between 730AM-5PM Cambodia time: You will be sharing your students with other teaching teams regardless of the level, so it is critical that you enter logs IMMEDIATELY after each class.

The Teachers' Log essentially is a **diary** where you write down how your class went as well as suggestions for the next class.

If you are preparing your lessons and you do NOT find a log entry from the previous team, immediately contact that team (contact info is found in the "SCHEDULES AND CONTACT" section of the Site) and get the information regarding the last class. Do NOT teach blindly -- do NOT teach without knowing what the previous teachers taught! Please also alert the President of the chapter where the previous team belongs so that the President can coach that team to be more responsible. Please do so via email and also copy me on the email.

3. The Bulletin Board – Messaging for Emergencies

Sometimes there are electricity and Internet outages in the villages. When this happens, you will be unable to connect. When there is an outage, the Cambodian teacher will contact a Cambodian teacher in another village to enter a message on the BULLETIN BOARD – an important feature also found in the Teachers' Site. So, when you are ready to teach (or have been teaching) and cannot connect (or get disconnected) check the BULLETIN BOARD. There is a tab for each village.

Even during an outage please wait throughout the duration of your slot since many times outages get fixed within 10-15 minutes. If you are **very** busy you can leave after 20 minutes. **But, if possible please try to stand by until the end of the session.**

If the Cambodian teachers know that an outage will last for a long time, they will post a message announcing cancellation of classes. If this happens, please do not stand by. The students will not be there even if the outage ends.

There is a feature where YOU can also send **messages to Cambodia** if you have a problem. If, as an example, at the last minute you CANNOT teach (you are stuck in traffic, etc.) or you have an urgent message, please make sure SOMEBODY posts a message TO THE CAMBODIAN TEACHER via VSEE text to the VSEE address YOU use for your class. However, if you or the person trying to text CANNOT access VSEE, you can use the "TO CAMBODIAN TEACHERS" tab of the Bulletin Board to broadcast your message. The Cambodian teachers will try to get your message first via VSEE; if there are no messages there, they will check the "TO CAMBODIAN TEACHERS" tab of the Bulletin Board.

Remember: Many of the students travel very long distances to come study with you. Please try your best to NOT cancel. Even if you have an emergency, please do your best

to find someone to sub for you.

4. What to Teach and How to Teach

You will teach PHONICS using the Powerpoints found in the Teachers' Site.

You will first teach the vowels (A, E, I, O, U), then the consonants (B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z).

For 2016-2017: If you are teaching Level 0 or 1, you will start with the Letter A and continue on with E, I, O, U; then B, C, D, F, G, H, etc. If you are teaching Level 2, you will start with the Letter B and continue on with C, D, F, G, H, etc. (If you are not teaching Level 0, 1, or 2, you are reading the wrong manual! You are teaching Reading and should be reading the *TASSEL Teachers' Manual for Reading Classes*.)

The pace of each lesson is up to you. You are teachers, and you decide whether you should stay on a particular page of the lesson, or move on to the next page.

The letter A will likely require at least FOUR 40-minute classes to get through. Letter E might also require THREE or FOUR classes. Letter I is a bit easier, so perhaps it will require only TWO classes. Letter O is very hard (it can be pronounced many ways and it doesn't always follow rules), so it will likely require FOUR or even FIVE lessons. And Letter U will likely require TWO lessons.

An average consonant will likely require only ONE or TWO lessons, although letters such as D or S can take up to THREE or MORE lessons.

If you are unsure whether the group is ready or not to move onto the next letter, ask the Cambodian teacher (during the VSEE session).

IMPORTANT: No matter what letter you are teaching, the children will continue to be confused with the vowels. So no matter what letter you are teaching, it is good to revisit the basic sounds of A, E, I, O, U frequently. (Eg. If you are having the children say "Deal" during Letter D but the students say "Dill", you have to re-teach the Long E vs. Long I. If you are teaching the word "END" during your Letter E class but the child is saying "AND", you need to highlight the difference between the Short A and Short E.)

No matter what letter you are working on, I predict that you will need to review letters you had previously taught – you will know to do this if they make mistakes on something you had already taught. As an example, when you start teaching the Letter I they might read HIT like HEAT or BITE like BAT. So even when you are teaching the Letter I, you will need to revisit the Letter A and E, and have them hear the difference among the A, E, I sounds.

For each letter of the alphabet you will teach three things:

- (1) **The rules of each alphabet (How do you pronounce each alphabet, and under**

what circumstances)? For example, how do you pronounce “A”? (Answer: “A” is pronounced three ways: (1) the short “A”, as in “mad”; (2) the long “A”, as in “made” or “maid”; (3) NO SOUND (silent “A”) as in “head”). When does “A” become long? (Answer: if “A” is followed by a consonant and an “e”: [made]; when A is followed by “i: [maid] or “y” [day]). When is “A” silent? (Answer: if it follows “e” [head] or “o” [boat]).

You will teach the rules by:

- (1.1) Repeatedly **showing the “Rules Poster”**, which you will find at the beginning of the powerpoint of the letter you are teaching.
- (1.2) **Asking** the students as a group, and as individuals, questions about the rules after you finish explaining it. For example, ask, “How do you make ‘a’ of ‘mad’ long?” The answer, of course, is “Add ‘e’ after the consonant (‘made’); Add ‘i’ after the ‘a’ (‘maid’); or add ‘y’ after the ‘a’ (‘mayd’) – there actually isn’t such a word, but you are trying to teach them phonetics, so it’s okay to make up words. Use a blank **WORD document as your “whiteboard”** to write down what you are teaching.
- (1.3) **Asking** the students as a group, and as individuals, to **read similar words that you write** (on **WORD**) so that you can verify that they know the rules you just taught. (e.g. After you taught them the rules about “A consonant E” and “A, followed by I”, write and read “PAD”. Then ask them to read “PADE” and “PAID”. It is important for you to write and read “PAD” at the outset since, if you are teaching the Letter A, they don’t know how to pronounce “P” or “D”.)

(2) Hearing the sounds of the alphabet correctly. (Can they distinguish the subtle differences of English sounds)?

Children will not be able to pronounce the sounds of the alphabet correctly unless they can first **hear** them correctly. Thus, you must repeatedly have them listen to you pronounce the sounds accurately. They will be quick to try repeating what you just said, but many times you must ask them to stop repeating and just listen. (For example, if you want them to really hear the difference between “ran” and “rain”, say something like “Don’t repeat. Just listen. RAN. RAIN. RAN. RAIN.” Have them repeat only after they have heard you say the words many times.)

It is difficult for Cambodian children to distinguish words such as “ran” vs. “rain”; “meat” vs. “mate”; “fit” vs. “feet”; “ship” vs. “sip”; “cab” vs. “cap”. If you notice that they are not pronouncing certain sounds accurately, there is a good chance that they are not hearing the sounds correctly. Therefore, it is important to have them close their eyes and listen to you carefully.

Many times, they will continue to mispronounce. In order for you to know

whether their mispronunciation is stemming from their inability to hear the sound or whether it is due to their inability to enunciate, **play the 1-2-3 game.** For example, many times you will notice that they are saying “RAN” when you want them to say “RAIN”. If you want to know if they are hearing “RAIN” correctly, **quiz them by doing something like this:**

Raise one finger and say,
“Number 1: Ran.”

Then, raise two fingers and say,
“Number 2: Rain.”

Then say,
“Close your eyes. I will now say one of the two words; Raise your fingers to indicate which word you just heard.”

Then say,

“RAIN.”

Wait for the children to raise their hands with either one or two fingers.

Then say, “The correct answer is Number.....TWO!”

The children who got it right will likely start clapping, and scream out “Yeah!” They love playing this game. Although it may seem like a test to see if they are hearing sounds correctly, **it is really a test to see if you are teaching correctly!**

If most of them actually picked the right number, (i.e. raised two fingers up when you said “RAIN”), you know that they are hearing the sounds correctly, and you can safely conclude that the mispronunciation is due to their inability to **say** “AI” correctly and not their inability to hear the difference between “AI” and “A”. At this point, you can move to #3 below. But if many of your children indicate that they heard “RAN” instead of “RAIN” you know that you need to continue working on their skills to hear the difference between “A” and “AI”.

I have noticed that it takes many classes for them to be able to hear the difference between “ran” and “rain”; “meat” and “mate”; “fit” and “feet”; “ship” and “sip”..... If they can’t hear the difference, they will always say it wrong, so it is very important to be persistent and to continue having them **quietly and actively listen to you**, and to play the games to make sure you know that they know!

- (3) **Pronouncing the sounds of the alphabet correctly. (Can they accurately repeat the words you are saying .)**

Once you verify that they are hearing the sound correctly, you can now coach them to saying the sound correctly. Many times you need to move your mouth close to the camera on your PC and teach them how to curl your tongue, etc.

The Cambodian children have difficulty with “OA” (instead of BOAT, they will say BOT); “TH” (similar to the Japanese, they will say SANK YOU instead of THANK YOU); “EE” (instead of DEEP they will say DIP); “SH” (instead of SHIP, they will say SIP). They also have tremendous difficulty with “AI” (They will say MEN or MEAN instead of MAIN).

It will take a while to correct their pronunciation; but unlike adults, children can start saying things correctly fast. It really is amazing how they can start saying things correctly sometimes within a few minutes. But sometimes it might take three 40-minute classes to master a particular vowel combination.

Their listening and speaking skills are excellent, so be patient but persistent. If you are too easy on them, you are doing a disservice -- you are in most instances the only teachers that can train them to hear and say things correctly! So, do try your best to correct them when they are not getting it right.

But don't spend too much time on a particular sound. A good rule of thumb is: If you think that an American person who just entered the room can decipher what the children just said (albeit with an accent), it is okay. But if you think a third person who walked into the room couldn't tell if the children just said “fit” or “feet”, or they keep on saying “mean” instead of “main”, you should work on that sound more.

When you spend too much time on the same sound, it will get either discouraging and/or boring for the children. So, move on. **But** enter a log asking the next teacher to revisit the sound. And when it is your turn to teach, try that sound again, even if you are teaching a different letter. For “main” versus “mean”, I have revisited this sound maybe 7 or 8 times to the same children over a course of a few months. Eventually, they really do begin to master the sounds (at least the ability to hear the difference.)

When the children do not say something correctly, just say, “AGAIN!” and have them repeat. Once the children get them right, **smile broadly, clap,** and say “**GOOD JOB!**” The kids here love to be told “GOOD JOB” and will likely clap with you.

Although some of the older children have pretty good reading comprehension skills, their listening and pronunciation skills are the same as the smaller children (i.e. pretty low at this point). This is because even the older children who may have studied English for 1-2 years still have not heard proper English enough times. Hence teaching Phonics is very important to all of these children.

One game you MUST play at all classes is the “Backwards 1-2-3 game”. Ask the local teacher to have the children pronounce a word without showing that word to you. IF YOU CAN’T GUESS WHAT THE CHILDREN SAID, that means one of the following:

1. They don’t know the rules
2. They can’t pronounce even if they know the rules

As some of you who recently came to Cambodia noticed, sometimes you *think* the children are reading things correctly or pronouncing things correctly. BUT you realized that if they were reading something that you couldn’t see, you didn’t know what they were really saying.

So, ask the local teacher to WRITE A WORD on a whiteboard without showing it to you, and have the children (or an individual) say it. If you can guess what they said, that shows they know the rules and can pronounce correctly.

When you play this game while you are on a VOWEL, except for Levels 4-6, please ask the local teachers to tell you in advance the consonants that he is using. If not, you will likely get stuck trying to decipher the consonants and you will lose your focus of teaching the vowels.

5. Running the Class

Your classes are **40 minutes**. Please be punctual. Start on time and end on time. And please make sure you greet them correctly at the beginning and at the end.

(1) Starting the Class

At the beginning of each class, the students will likely greet you with something like, “Hello, teacher, how are you today?” Answer back with “I am fine, thank you, and you?” (or “**We are fine, thank you, and you?**” if there are more than one of you).

They will likely answer, “We are fine, thank you”. They will usually be standing up to greet, so please tell them, “OK. Thank you. Please sit down.” And you can start your class.

When you teach for the first time, say something like, “Hello, everyone. My name is xxxx. I live in yyy and I will be your teacher this fall. I am very happy to be your teacher.” The children **do not** understand English, so whenever you say something, make sure you wait for the local Khmer teacher to translate what you just said. **Do not say more than 1-2 sentences at a time** because the local teacher also is not fluent in English. You will lose the teacher if you say too many things all at once.

(2) The First Thing to do after Greeting Them – The Rules Poster!

Regardless of whether you are starting a new Letter or resuming in the middle of a

Letter, at the beginning of every class please go through the **Rules Poster**. **If you are starting a new letter, you might take 20 minutes or even longer to go through the poster. If you are reviewing the poster, spend 5 minutes to go through the poster.**

The poster is used to help you (1) summarize all of the sounds that the Letter can make; as well as to (2) lay out the rules of when the Letter makes each particular sound.

You would do (1) by saying something like, “The letter ‘A’ has three sounds. Now, let’s go through the sounds. Repeat after me: “A”, “AI”, and “No sound”. (If the children are going through the poster not for the first time, you would say, “Does anyone remember how many sounds the Letter A has. Three? OK! Good job! Now, let’s review the three sounds. “A”, “AI”, and “NO SOUND”).)

To do (2), you would do something like: “OK, now let me explain when “A” become long. There are three instances when “A” becomes long. The first is when “A” is followed by a consonant and an “e”: [made]; the second is when A is followed by “i: [maid]; and the third is when A is followed by “y” [day]).

The Cambodian teachers have already taught the children what a vowel is and what a consonant is. They also have taught the children that there are always **exceptions** to the rules. So, don’t worry if you know that there are words that break the rule. (eg. You just taught them that “a consonant e” makes the Letter A long; but, wait a minute, “America”, which is also on the poster is pronounced with a short A!)

One **tool to use**: Use the PEN feature of VSEE frequently and circle the words as you go through the poster and powerpoints. You the mouse also: the children will be able to see where your mouse is pointing.

(3) What to Do after Going Through the Rules Poster

After you finish the Poster, go to the Powerpoint pages as per your teammates’ entry on your Teachers’ Log.

Read the words (or sentences) one by one and have the class repeat each word (or sentence) after you. You should read each word at least three times before moving on to the next. Read it more times if you think the children are mispronouncing.

If they continuously mispronounce, there is a good chance that they’re not hearing it correctly. (Eg. if you say RAIN, and they say RAN, there is a good chance they’re not hearing you say RAIN.) Once again, to check if they are actually **hearing RAIN** and not RAN, play the Forward 1-2-3 Game. **After you play Forward 1-2-3, ask the Cambodian teacher to play the Backwards 1-2-3 game.** Again, Backwards 1-2-3 is your way of proving to yourself that they children can read and pronounce correctly.

Also, after each page, pick 2-3 children **individually** and **have them repeat after you individually.** They love getting picked individually. Ask the local teacher to pick a child

or pick on a child who is raising his/her hand.

When you have a child repeat after you individually, move on to the next word (or sentence) after a MAXIMUM of 5 times even if the child is mispronouncing it, because it may embarrass the child. **Make sure to say, “GOOD JOB!!”** before moving on to the next child.

When you are working on sentences, please understand that Level 0-2 children can barely read. So, you need to break up the sentences into short phrases. Read/have them repeat short phrases slowly; then speed up and have them say phrases faster. After they can say phrases quickly, combine the phrases into full sentences. The point of working on sentences is to train their mouths – we don’t want to train them to talk slowly! We want to train them to speak like Americans!

Do **use the BLANK WORD DOCUMENT** as your “whiteboard” frequently to remind them of the RULES, or to WRITE DOWN words such as “1.MAT”, 2.MEAT”, “3.MATE ”.

(4) Ending The Class

You must finish your lesson on time, even if you started late. At every village, there are TASSEL classes scheduled back-to-back, so you **CANNOT GO OVER YOUR TIME**. Many times, the Internet will crash, and sometimes you might be able to teach for only 10 minutes. But unfortunately, you must stop when your time is up because there are other children waiting to be taught

Finish each class by saying something like, “Well, this is it for today. Thank you everyone for being such good students. Goodbye!!” and **wave with a big smile!**

The students will likely stand up and greet with you with a “Good bye teacher. See you at our next lesson.”

6 Teaching Rules

1. Be on time!! **Do not skip a class**. If you have a conflict, please find someone else to sub from within your chapter. **If you ask for substitutes frequently you will be asked to resign from being a teacher. The Cambodian teachers keep a log on who taught, so we know when you skip!**

2. **At least ten minutes before your class**, have your Internet up, VSEE started, and any documents you want to use ready. About **one minute before your class time**, click on “CALL” and wait for the local teacher to accept your call.

3. **Play the Forward 1-2-3 and Backwards 1-2-3 FREQUENTLY throughout your lesson with MEANINGFUL WORDS** which will prove to you that they have successfully learned a rule or the ability to distinguish similar sounds.

7. Important Note for those teaching Samrang Village during 730AM-445PM Cambodia time

You will teach 2 groups of children instead of one. The two groups will alternate week by week. The bottom section of the SAMRANG VSEE tab showing your schedule shows you week by week which group you will teach.

Make sure you read the log for the correct group and enter your log for the correct group!

APPENDIX 1: NOTES ON LETTER A, O, E and U

(Excerpt from Joji's Nov 15, 2015 memo to Presidents)

I. IMPORTANT NOTES ON THE LETTER A

The rules are not hard for Letter A. But “EA” is a bit confusing for the children. The “A” is silent after the “E” but the “E” can be short (as in “head”) or long (as in “heat”).

In the powerpoint, there is a list of EA words which are read with a short E; and another list of EA words which are read with a long E. Please tell the children that they have to just memorize the words on the page – eg. they have to memorize that BREAD has a short E sound and BEAD has a long E sound. (The page reappears in the Letter E powerpoint.)

II. IMPORTANT NOTES ON THE LETTER O

Letter O is even quirkier since there are 3 examples of “EA”-like problems:

1. **OW** – can have 2 different sounds (COW vs. LOW)
2. **OO** can have 2 different sounds (FOOT vs. BOOT)
3. A **single O** can have 2 different sounds (GO vs. DO).

So, just as in Letter A, I created a few pages after the RULES page of Letter O where there are lists of words that can be read in different ways. You will have to ask the children to memorize the words. The Letter O is difficult – and some volunteers do not review/prepare the Letter O lesson enough. Please make sure YOU understand the rules fully (and the fact that for #1 #2 and #3 above you just have to memorize how to pronounce the words) and teach OW, OO, and the single correctly.

III. IMPORTANT NOTES ON THE LETTER E and LETTER U

Similar to the Letter A and Letter O complications,

EW can be read two ways (flew vs. few).

And **U consonant E** can be read two ways. (rude vs. cute).

Once again the children must just memorize the list of words which rhyme with FLEW; those that rhyme with FEW; those that rhyme with RUDE; and those that rhyme with CUTE.

Appendix 2: Playing the Forward and Backwards 1-2-3 Game (*Edited excerpt from Joji's Nov 23, 2015 memo to Presidents*)

Please make sure that you play the

1. "Forward 1-2-3"
2. "Backwards 1-2-3"

frequently throughout the 40 minutes as you work on different sounds.

1. The Forward 1-2-3

Basically there are **two** versions: Multiple choice or True/False.

If it is **Multiple Choice**, you write/show on your WORD document **2 or 3 similar words**; read one of the words; and have the children guess which one you read.

If it is **True/False**, you write down **ONE word**; read it either correctly or incorrectly and have the children guess if you read it correctly (True) or incorrectly (False).

The process is the same regardless of the two versions:

1. You read the word. If it is multiple choice, read one of the words; if it is T/F, read the word correctly OR incorrectly.
2. Have the children think without showing their answers.
3. Have them close their eyes.
4. Say "1-2-3" (or "Muoy, Pee, Bai" – which is Khmer for 1-2-3) and have the students show their answers: either showing their fingers to display the correct multiple choice answer, or making a big O (=TRUE) or X (=FALSE) with their arms.
5. After 5-10 seconds, have them open their eyes.
6. As the children look around to see how the others answered, **DRAMATICALLY** say, "The correct answer is....." and give the answer (either a number or O/X).
7. **EXPLAIN** the answer... ("This word has "A consonant E", so it is NOT pronounced like xxxxx.. It is pronounced as yyyyy")

Remember, although this is somewhat of an entertainment for the children, **FOR YOU**, it is a tool to figure out if they learned what you taught. So if everyone got it wrong... figure out what you should do to have them learn!

Also remember, if you gave only two choices or if it is T/F, there is a 50/50 chance for each child to get it right even if he learned nothing! So don't feel good if 50% got it right – that means that maybe nobody knows anything!

2. The Backwards 1-2-3

This is easier to play than the “forward 1-2-3” because basically all you have to do is to guess what the student said.

The Cambodian teacher will show a word (or words) to one student; the student will read it and and you write down on your WORD document what you heard. (The Cambodian teacher tends to be shy; you will likely need to initiate this game by telling the teacher that you want to play the “backwards 1-2-3 game”).

If you are working with novice students, the Cambodian teacher will likely give you a **superset of consonants** to pick from to make it easier for you.

Once you hear the word, write down WHAT YOU HEARD, and NOT what you think the student must have said. If, as an example, you are teaching Letter A, your brain will expect you to hear a short A or long A or a silent A word. And you will likely default to a word containing the letter A.... But if the student said “PEN” ... write down “PEN” instead of forcing yourself to write a word with an A such as “PAIN”. Or if the student said HUT, write down HUT and not HAT even if you had never taught the Letter U. And explain to the class that what the student had just said was HUT and have the entire class hear the difference between HAT and HUT.

Often times, you will not understand the consonant of what the student said. If so, teach the student to say the consonant correctly... but if you are teaching a vowel (say, Letter A) stay focused on that vowel (Letter A) ... and don't go overboard with fixing the consonant (until it's time for you to teach that consonant sound several months down the road.)

3. Words to consider for the Forward 1-2-3

When the children are studying the Letter A, here are a few examples you can use for the Forward 1-2-3:

LETTER A: Multiple Choice

1. had, hade, head
2. mat, mate, meat
3. brad, brade, bread
4. bad, bade, bead
5. sa, say, sea
6. ta, tai, tea
7. ran, rain
8. pan, pain

Letter A: True/False

Same as above but write down just one word. Also, you can test words like:

9. HEAD (and, as an example read it like HEED)
10. BEAD (and, as an example read it like BED)

#9 and #10 gives you the opportunity to reiterate that for EA, the children must just memorize the word – there is no clear rule of whether an EA word will have the short E or long E sound.

For the Letter O, here are some examples. You have a breadth of choices since the children studying O will have already studied A, E, and I.

MULTIPLE CHOICE

1. bot, boat, bort
2. rop, rope, roop
3. rap, rop
4. hope, hoap, hop
5. stood, stod, stode

TRUE/FALSE

Same as above, but, after you go through Pages 3-5 of the Letter O Powerpoint carefully, you can test words such as:

1. cow (you can, as an example, incorrectly read it with the long o as in "toe")
2. how low
3. food stood
4. know now
5. foot boot

Remember: The point of Forward 1-2-3 and Backwards 1-2-3 is to check if they have learnt what you taught. If you wanted them to learn that A consonant E makes the Long A sound, you should test MAT vs. MATE... and not something random like MAT vs FROG. I have seen some volunteers play the game with random words... and this is not very meaningful.

Appendix 3: Tips for Teaching Rules: Making Sure YOU know that THEY learned them!

Please take time teaching the rules. You can't just go through the rules poster over and over because it is boring. Plus you need to "test" them with exercises. These exercises are important because they are fun; plus **they will help YOU know if THEY know!**

What you should do is to follow **1.2 and 1.3** of Page 9 of the Phonics Teaching Manual.

Re: 1.3, you should do this:

(Example if you are teaching A. Do something similar for every letter.)

Write down "MAT" and read it. Have everyone repeat after you.

THEN, write down these words and ask them to read (as a group and as individuals):

MATE
MAIT
MAYT
MOAT
MEAT (*)

If they know the rules they wouldn't have to repeat after you; they will be able to say these words once you teach them how to read MAT.

If they can't read them, that means they don't know the rules. SO you will have to go back to the Rules Poster or your Word document and re-teach the rules. After doing this:

Write down "BAD" and read it. Have everyone repeat after you.

THEN, write down these words and ask them to read (as a group and as individuals):

BADE
BAID
BAYD
BOAD
BEAD (*)

(*) For MEAT and BEAD, they might read it like "MET" and "BED" which is an acceptable response from them as long as they kept the A silent. Just tell them, however, that MEAT is actually read like MEET and BEAD is read like BEED since the letter E, which they will learn after the Letter A, can make various sounds, one of which is the Short E (as in BREAD); and one of which is the Long E (as in BEAD).

For EVERY letter you teach, you should do these exercises to make sure YOU know that THEY know! If they can't read, they don't know the rules!!

